

**LEADERSHIP OF MULTICULTURAL LEARNING
IN IMPROVING SOCIAL SOCIAL TEACHER COMPETENCY
IN THE SURABAYA CITY, INDONESIA**

**(Multi Case Study at the State Elementary School of Ketabang, First State Junior High School,
Fifth State Senior High School)**

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Abstract: The main objective of this research is to describe the leadership of multicultural learning in School Area (cluster school) in Surabaya City. *Second*, describe the social competence of teachers in the school area in the city of Surabaya. *Third*, describe the impact of multicultural learning leadership in improving the professional competence of teachers in the school area in the city of Surabaya. This study used a qualitative approach conducted on three School Area in the city of Surabaya. Data collection techniques used include: (1) in-depth interviews; (2) participant observation; and (3) documentation study. The collected data is organized and analyzed repeatedly. Data analysis was conducted in two stages, using individual case study data which consisted of: (1) data reduction, (2) data presentation, and (3) conclusions (withdrawal/verification). The second stage, cross-case data analysis using constant comparative method. To ensure the validity of the data, data validity test, which consists of credibility, transferability, and confirmability. This study yielded the following findings. *First*, the principal multicultural leadership leadership of the School of Regions is: (1) religious; (2) visionary; (3) democracy; (4) transformational; (5) humanist; (6) innovative; (7) creative; (8) charismatic; And (9) collaborative, (10) inclusive. *Second*, the teacher's social competence in the School Area in Surabaya City is: (1) inclusive, objective and non-discriminatory; (2) communicative, effective, empathetic, and polite; (3) adaptative on duty which has socio-cultural diversity; And (4) communicative with the professional community itself and other professions orally and in writing or other forms. *Third*, the impact of multicultural learning leadership in improving teacher competence in school area in Surabaya City is (1) to improve the quality of communication and teacher interaction effectively with learners; (2) can improve the quality of communication and interaction of teachers effectively with fellow educators and education personnel; (3) to improve the quality of communication and teacher interaction effectively with parents of learners and the surrounding community; and (4), can improve teacher performance related to social competencies that are formulated, encouraged to be objective and non-discriminatory; (5) improving communication quality effectively and empathy with fellow educators, education personnel, parents, and community so that it can have further impact by producing a good and qualified learners output; (6) facilitate teachers to adapt in a duty that has socio-cultural diversity; (7) teachers are encouraged to actively communicate with the professional community themselves and other professions orally and in writing or other forms. This conclusion shows that the teacher can not work alone without regard to the environment and must be aware as an integral part of the academic community in which he serves and serves as well as

with the outside community. (8) teachers accustomed to honed environmental sensitivity and continuously discuss with colleagues in solving education and learning problems.

Keywords: *multicultural learning leadership, principal, teacher social competence*

INTRODUCTION

Practically, multicultural education has colored various schools of education, as well as in Surabaya. As a city attached to the heroic history and heroicity, Surabaya has a diverse cultural repertoire: there are Java, Madurese, Batak, Makassar, Bugis, Chinese, Arab, Malay, Chinese, Indian and European. This stimulates in menjamakkan khasanah culture of Surabaya. Thus, the concept of the school area (cluster school) which initiated to make one of the pillars in actualizing the implementation of education comprehensively, one of them through multicultural education, is the need. The principal as a person who serves as a leader in the field of education has the duty and responsibility that is heavy enough to mobilize all personnel of the educational unit in carrying out the task of learning according to the principles of education and education.

The main purpose of this study is to describe the leadership of multicultural learning in the school area in the city of Surabaya. Second, describe the social competence of teachers in the school area in the city of Surabaya. Third, describe the impact of multicultural learning leadership in improving teacher's social competence in school area in Surabaya City.

METHOD

This research uses descriptive qualitative approach with multicase study method. A multicultural research design was chosen because this study sought to examine two or more subjects, settings, or data storage. Multilingual studies seek to study certain subjects and compare similarities and differences. This study aims to determine the leadership of multicultural learning in improving the social competence of teachers in schools area of Surabaya City.

Qualitative research has several characteristics: (1) takes place in a natural setting; (2) the researcher himself is the main instrument or data collection instrument; And (3) the data analysis is done inductively (Moleong, 2007). Qualitative research examines the perspectives of participants with multiple strategies. Interactive strategies, such as direct observation, participatory observation, in-depth interviews, document studies, complementary techniques such as photographs, recordings, and so on. The research strategy is flexible, using various combinations of techniques to obtain valid data. Researchers serve as a key instrument as well as data collectors on leadership of multicultural principals in improving the social competence of teachers in schools area of Surabaya City.

The research location used for this qualitative research is as follows: (1) SDN Ketabang Surabaya; (2) SMPN 1 Surabaya; and (3) SMAN 5 Surabaya. Data analysis in this research includes two things, namely (1) analysis of individual case data; (2) cross-case data analysis.

Analysis of individual case data referred to in this study is data analysis on each research subject at school area SDN Ketabang Surabaya, SMPN 1 Surabaya, and SMAN 5 Surabaya. The individual case data analysis steps are performed together with data collection. This follows the suggestions Bogdan and Biklen (1982) which have been practiced in Mantja (1989) research which includes: (1) limiting the scope of the study; (2) making decisions on the type of study; (3) developing analytical questions; (4) planning the data collection stage by observing the results of

previous observations; (5) writing observer comments on emerging ideas; (6) writing a memo for the self regarding the subject matter; And (7) explore relevant literature sources during the study.

In an explanatory cross-case data analysis like this, the procedure that Yin (1984: 107) describes is building explanation. The explanatory analysis is directed to explain the phenomenon; Which means establishing a series of causal relationships about the phenomenon. The making of the explanation is done in narrative form. This narrative is an explanation that is reflected in the form of a relevant proposition.

The steps taken in this cross-cutting analysis include: (1) using a conceptual inductive approach done by comparing and combining the conceptual findings of each individual case; (2) the results of comparing and combining each individual case serve as a basis for constructing conceptual statements or cross-case propositions; (3) evaluate the conformity of the proposition with the referred facts; (4) reconstruct the factual propositions of each individual case; (5) repeat this process as necessary, to the extent of saturation.

Holistic and integrative data collection techniques should consider the relevance of the data by focusing on the research objectives. There are three techniques of data collection procedure conducted in this qualitative research, namely: (1) indepth interview; (2) participant observation; And (3) study of documents (Bogdan & Biklen, 1982; Nasution, 1988; Sonhadji in Arifin, 1994). Research using multicase study design, conducted two stages of data analysis, namely: analysis of individual case data and cross case analysis. In qualitative research checks the validity of important data in order to obtain valid research findings and can be justified truth, include: (1) credibility, ie checking the credibility or degree of data confidence needs to be done to prove whether the observed by the researcher actually matches what actually happens in the field; (2) transferability, that is, the extent of qualitative research can be achieved by a detailed description of the focus of research on leadership leadership of the principal in improving the pedagogic competence of college-trained school teachers; (3) dependability, that is dependency to overcome errors in conceptualization of research plan, data collection, interpretation of findings, and reporting of research result related to discussion focus on leadership leadership of school principals in improving pedagogic competence of regional school teachers in Surabaya; and (4) confirmability, ie, confirmability auditing in this study was conducted together with the dependability audit related to the research focus on leadership leadership of school principals in improving the social competence of regional school teachers in Surabaya City.

FINDING AND DISCUSSION

A. Leadership Multicultural Learning at School Area in the city of Surabaya

The leadership of multicultural learning in these three schools of the region, namely SDN Ketabang, SMPN 1 Surabaya, and SMA Negeri 5 Surabaya is characterized by various schooling administration that is closely related to the historic hero and municipality owned by this city. Implementation of such education menstimuli in menjamakkan khasanah culture in the city of Surabaya. Multicultural learning leadership that is implemented in the three regional schools is actualizing comprehensive education implementation. The principal as a leader in the field of education, appears to have the ability to mobilize all personnel of educational units or schools in carrying out learning tasks according to the principles of multicultural education.

The concept of multicultural education was originally conceived as an effort to provide education for all. Teachers, educational staff, and learners in these three schools of the region consist of various cultures, religions, ethnicities, as well as abilities. Ethnic diversity in the school's schools in the region includes: (1) Java; (2) Madurese, (3) Batak, (4) Balinese, (5) Bugis, and (6) Tionghoa.

From the side of religion adopted, there are adherents of Islam, Christianity, Hinduism, Catholicism, and Konghuchu.

In relation to the context of multicultural learning leadership implemented in these three district schools, it appears to start on identifying the objective conditions of the school and its school environment. Considerations on the diversity of teachers, education personnel, learners, and other stakeholder elements become the focus of early attention. The diversity of religious, economic, social, cultural, racial, ethnic groups is identified and made objective data for formulating planning, executing planning into activities, and monitoring and evaluating them. Similarly, in formulating the vision, mission, and goals of the school. In every learning plan (Religious Education, Civics, Bahasa Indonesia, IPS, Cultural Arts, and Physical Education and Sport) the components of multicultural education are integrated into the lesson plan (RPP). Similarly, at the time of the learning process took place, the conception of multicultural learning driven by the Principal has the competence of learning in managing educational institutions to improve the quality of school areas in the city of Surabaya done principals together with teachers in doing the formulation of the objectives of school activities to be achieved by participants Educated so that have a common goal in educating students in accordance with the objectives of the school that has been agreed between the principal, teachers and parents/guardians of students and stakeholders in accordance with the vision and mission of the school.

Multicultural learning leadership in making the school as a school area in the city of Surabaya undertakes various leadership of multicultural learning which is focused on three things, namely: (1) multicultural education as a study of ethnicity, namely teachers and educational staff provided training on multicultural education, the basic concept of ethnicity, review of various ethnic and cultural groups, the uniqueness of each ethnic and its contribution to the development of national culture; (2) multicultural education studies the impact of operations and injustice. In this case the historical approach and the analysis of sociological relationships between groups are used. While the emphasis lies in the study of the damages posed by stereotypical practices, biases, and discrimination against certain groups in society; and (3) make schools that embody multicultural education in accordance with the basic concept of the implementation of the learning process, the implementation of multicultural education.

This includes the results and the instructional process, including the teacher's understanding of essential education such as curriculum, materials, and instructional techniques. Conceptually leadership multicultural learning at all three school district Surabaya City has been dyed a variety of education provision of schooling as the City attached to the historical epic and multiethnic have a repertoire of diverse culture of Java, Madura, Chinese, Arabic, Malay, Chinese, Indian, and European stimulates the Menjajarkan khasanah culture of the city of Surabaya. So the concept of school area that was initiated to make one of the pillars in actualizing the implementation of education comprehensively, one of them through multicultural education.

The school principal as a leader in the field of education have a duty and responsibility are quite heavy, as principals are required to have the ability to move all the educational unit or school personnel in implementing the learning tasks according to the principles of education (Hermino, 2014). These three schools are regional schools in Surabaya City which in the implementation of the education of the multicultural concept is internalized in the educational practices they manage. The multicultural concept is conceived as an effort for the delivery of education services for all (education for all). As a regional school, principals apply multicultural learning in schools through various flagship programs of schools, including: (1) Artistic gymnastics programs that characterize this school compared to other schools in Surabaya. Artistic Gymnastics is a blend of various movements that are summarized in an artistic movement that serve as a flagship program and the hallmark of the school. The goal, as a unifying media diversity that exists in this school because of the background of educators, kependidikan, and learners of multiracial. There are Java, Madurese, Batak, Sundanese, and Chinese; (2) developing religious attitudes and practices, this school consists

of educators, educators, and learners who embrace different religions. There are Islam, Christianity, Hinduism, Catholicism, Konghuchu. The three schools as the region have the vision and mission of the school as a reference in carrying out learning and teaching activities (KBM) between learners with teachers.

B. Social Competence of School Teachers in Surabaya City Area

Teacher social competence in school area of Surabaya City there are five aspects of indicator as follows: (1) teacher interaction with learners; (2) teacher interaction with principal; (3) teacher interaction with co-workers; (4) teacher interaction with parents of learners; And (5) teacher interaction with the community. Of the five aspects in improving the social competence of teachers in the school area with the aim of being able to bring learners successfully achieved learning objectives.

Of the three schools in this area, the teacher's social competence is lacking in implementing aspects of indicators of teachers' social competence indicators. The teacher in teaching in front of the class is the embodiment of interaction in the communication process. According to the Teachers and Lecturers Act (Law 14 of 2005), social competence is "the ability of teachers to communicate and interact effectively and efficiently with learners, fellow teachers, parents / guardians of learners, and surrounding communities". Surya (2003: 138) argued social competence is the ability needed by someone to succeed in dealing with others. In this social competence includes skills in social interaction and carrying out social responsibility. Gumelar and Dahyat (2002: 127) refers to the opinion of the Asian Institute for Teacher Education, explaining that the teacher's social competence is one of the power or ability of teachers to prepare learners to be good members of the community as well as the ability to educate, guide people in the face of life in which will come. To be able to carry out social role, teacher must have competence which include: (1) normative aspect of education, that is to be a good teacher not enough hung to talent, intelligence and skill only, but also have good intention so that this linked with norm Which is used as the basis for performing their duties; (2) consideration before choosing teacher's office; And (3) have programs that lead to improving community progress and educational progress. Johnson was quoted as saying Anwar (2004: 63) suggests social skills include the ability to adapt to the demands of work and the surrounding environment when carrying out his duties as a teacher. Arikunto (1993: 239) argued that social competence requires teachers to have good social communication skills with learners, fellow teachers, principals, administrative staff, even with community members.

Teacher social competence is the ability of teachers to communicate and get along effectively with learners, fellow teachers, education personnel, parents/guardians of students, and the surrounding community (Hermino, 2014). The teacher's social competence in the three district schools in Surabaya City has an essential indicator of improving school as a regional school, covering several issues: (1) being able to communicate and get along effectively with learners with essential indicators communicating effectively with learners; (2) able to communicate and get along effectively with fellow educators and education personnel; and (3) able to communicate and get along effectively with parents / guardians of learners and the surrounding community. Therefore, teacher performance criteria related to social competence should be done in school, objectively and non-discriminatory on gender, religion, race, physical condition, family background, and socioeconomic status. Communicate effectively, empathically, and courteously with fellow educators, education personnel, parents, and the community. Adaptable on duty throughout the territory of the Republic of Indonesia which has a socio-cultural diversity. Communicate with the professional community itself and other professions orally and in writing or other forms. These things indicate that teachers can not work alone without regard to their environment. Teachers must be conscious as an integral part of the academic community of the teaching place and the community

outside. In improving their social competence, teachers are expected to have environmental sensitivity and to continuously discuss with peers in solving educational problems. The walking teacher alone is believed to be unsuccessful, especially if he or she keeps a distance from the learner. Teachers must be aware that teacher interaction with learners must be kept alive in order to create a warm and harmonious learning atmosphere.

This is in accordance with the Government Regulation on which the establishment of Surabaya City policy on regional schools is established. In Law No. 20 of 2003 on the National Education System article 50, paragraph 3 which states that "the government and/or local governments organize at least one educational unit at all levels of education to be developed into an international educational unit". Departing from the policy and in order to realize quality education/quality evenly throughout the region in the city of Surabaya, declared the school area. As a concrete step to achieve increased access and equitable education quality, Surabaya City Education Department since 2006 has launched the program of School Area. This is done as one of the accelerative efforts to improve the equality of education quality. Thus, the quality gap between schools and between regions can be minimized.

The importance of this regional school program arises from the high level of education disparity between regions in Surabaya. The access gap to the current quality of education also encourages the incidence of favorite (quality) schools only clustered in one area (complex in the city center). On the other hand, most Surabaya residents in the suburbs are also eager to include their children in schools that are considered favorites. This condition indirectly leads to serious multiplayer effects in various aspects, such as the mobility of people to certain areas (urban centers) that cause: (1) the transportation cost incurred by the community becomes relatively large; (2) congestion in certain areas, (3) high levels of pollution, which have an impact on the low quality of public health, and (4) the emergence of cases of social vulnerability.

Based on the cluster school program documentation to Surabaya as an education barometer (2014: 4), the school district is a quality school (such as a complex school) that is equally located in each of Surabaya City's areas. With this regional school program, it is expected that schools designated as regional schools can improve the quality of education in line with community expectations and regulatory mandates. In the long run, the existence of these regional schools can also impact the surrounding regular schools and have a positive impact on the economic sector for the surrounding community. With this pattern of acceleration the acceleration of access to education quality in Surabaya becomes better.

All three district schools in the management and development are expected to be as models or schools of impact of quality school development for the surrounding schools. In a simple way the regional school program is a quality school (such as a complex school) that is equally located in each area of Surabaya City. With the regional school program, it is hoped that the designated schools can improve the quality of their education according to the community's expectation. In the long run, the existence of the school area can also impact the surrounding schools and have a positive impact on the economic sector for the surrounding community. With this pattern of acceleration access to the quality of education in the city of Surabaya is getting better.

Understanding the quality of a district school can be interpreted from two sides. First, the schools are expected to meet the minimum qualifications set by the National Standards Board of Education (BSNP) covering 8 (eight) components of quality standards. Secondly, these schools are able to meet the demands of quality desired by the wider community, which is marked by increased interest in the registrant and trust in the school (favorite school).

These schools to become regional schools follow the various stages / process requirements that must be done in accordance with the criteria of school areas that are governed by the local government of Surabaya. In improving the social competence of teachers, educators / teachers are required to be able to understand the learners in providing true teaching to learners.

C. The Impact of Multicultural Learning Leadership in Increasing Master's Social Competencies

The leadership of multicultural learning in improving the social competence of teachers, in these three schools are identified to have different impacts. Differences occur because the motive in implementing the leadership of multicultural learning is not the same. The right, in improving the social competence of teachers is expected to develop intelligent schools have teachers with broad insight. Teachers are expected to have the ability to master science and solve problems, but also to be moral, to be democratic and empathetic towards learners and teachers and stakeholders and to respect themselves, others from different backgrounds (Hermino, 2014). The impact of multicultural learning applied by these three regional schools in improving the social competence of teachers is expected to have a multicultural learning model covering the official curriculum and the hidden curriculum (the unwritten and planned curriculum but the process of internalizing values, knowledge, and skills actually happening among learners) .

In an official curriculum, multicultural education should be integrated into all relevant subjects and cross-curricular activities. Better multiculturalism insight is not enforced as an additional burden as a new subject in the curriculum that is now felt very heavy burden felt by teachers and learners. The integration of multicultural insights is not intra-curricular but also extra-curricular.

The impact of multicultural learning leadership played by the principal in improving the social competence of teachers as educational institutions in the context of the transformation of multicultural education as regional schools, namely: (a) education as a transmission and cultural preservation; (b) schools as cultural centers for local communities, (c) education makes people good citizens, aware of their obligations and rights, (d) education enhances social integration or community capacity, (e) education as an educational institution develops the child's personality, (f) the school promotes the ability to analyze critically through science, technology, and art lessons; (g) schools become social control by giving religious and moral education; (h) schools help solve social problems; (i) education as Instruments of social change through kebud culture (J) education serves as a selection and allocation of labor, and (k) education can modify the economic hierarchy of society.

Implementation of the concept of humanistic and multicultural education in educational praxis, some pioneering steps may be taken include: (1) the concept and practice of multicultural learning needs to be formulated through a forum involving universities; (2) it is necessary to establish an organization actively promoting multiculturalism, may be a consortium, a special service unit, or whatever its name is under the coordination of the Municipal Education Department; (3) the organization shall have political, legal, and moral authority and shall continue to be a motor in the activities to realize multiculturalism; (4) the organization shall be supported by competent personnel in the field of multiculturalism; and (5) urgently need to implement multicultural education to schools that are supported by government and local government policies for teacher procurement, learning materials, and the provision of tools and learning resources and textbooks.

Such is the case with humanistic and multicultural education, the values and spirit/spirit of humanity and diversity will continue to undergo internalization process in every generation, so that the attitude of tolerant, mutual respect, mutual respect and humanity in the framework of a unitary state called Indonesia.

The impact of multicultural learning leadership in improving the social competence of teachers in the form of increased ability of teachers to communicate and socialize effectively with learners, fellow educators, education personnel, parents/guardians of students, and the surrounding community. This competency has subcompetencies with the following essential indicators: (1) being able to communicate and get along effectively with learners with essential indicators communicating effectively with learners; (2) able to communicate and get along effectively with fellow educators and education personnel; (3) able to communicate and socialize effectively with parents/guardians of

learners and the surrounding community; (4) teacher performance criteria related to social competence to be performed, objective and non-discriminatory due to gender, religion, race, physical condition, family background, and socioeconomic status. Meanwhile, in the development of regional schools conducted intensively, directed, planned, gradually based on priority scale considering the reasons for resource constraints, and consider the diversity of the existence of schools that exist today.

The general conditions of schools today vary widely: (a) there are a number of schools that almost qualify as regional schools and these schools require only small support or mild facilitation, and (b) there are a number of schools Requires intensive preparation and support to become a regional school. Based on these facts, the pioneering of regional schools should be based on actual data and factual self evaluation (Self evaluation) so that interventions made to prospective school areas should not be uniform. For schools that almost qualify as regional schools, in intervention or coaching does not have to start from scratch, or vice versa.

The impact of multicultural learning leadership on school area in Surabaya City found there are several kinds. Conducting various models of multicultural learning leadership focused on three things: (1) multicultural education as a study of ethnicity, which has a multicultural concept of basic ethnicity, the study of various ethnic and cultural groups, the uniqueness of each ethnic as well as its contribution to the development of regional culture and culture national; (2) multicultural education studies the impact of operations and injustice. In this case the historical approach and the analysis of sociological relationships between groups are used. While the emphasis lies in the study of the damages posed by stereotypical practices, and discrimination against certain groups in society; And (3) make schools that embody multicultural education in accordance with the basic concept of the implementation of the learning process, the implementation of multicultural education.

This includes results and instructional processes, including educators' understanding of essential education variables such as curriculum, materials, and instructional techniques. Conceptually, the leadership of multicultural learning has been colored by various educational institutions as a city attached to the historical heroes and multiethnic that has a diverse cultural treasures of Java, Madura, Chinese, Arab, Malay, Chinese, Indian and European menstimuli in menjamakkan khasanah culture of the city of Surabaya. So the concept of school area that was initiated to make one of the pillars in actualizing the implementation of education comprehensively, one of them through multicultural education. The headmaster as a leader in the education field has a heavy duty and responsibility, because the principal is required to have the ability to mobilize all personnel of educational unit or school in carrying out teaching tasks according to the principles of education. The three schools are designated as regional schools, a school area in the city of Surabaya in the implementation of education based on the concept of multicultural in the internalized educational practices that manage.

In the implementation of the concept of humanistic and multicultural education in educational praxis, some pioneering steps may be taken include: (1) multicultural learning concepts and practices need to be formulated through a forum involving universities; (2) it is necessary to establish an organization actively promoting multiculturalism, may be a consortium, bureau, or whatever its name under the Ministry of National Education; (3) the organization shall have political, legal, and moral authority and shall continue to be a motor in the activities to realize multiculturalism; (4) the organization shall be supported by competent personnel in the field of multiculturalism; And (5) immediately need to implement multicultural education to schools that are supported by government policies for teacher procurement, teaching materials, and the procurement of textbooks. Such is the case with humanistic and multicultural education, the values and spirit/spirit of humanity and diversity will continue to undergo internalization process in every generation, so that the attitude of tolerant, mutual respect, mutual respect and humanity in the framework of a unitary state called Indonesia.

CLOSING

A. Conclusion

Based on the overall data exposure and the result of data analysis in each individual case and multi case analysis can be formulated as follows. *First*, the leadership of multicultural learning in the school area in the city of Surabaya are: (1) religious, the principal has the attitude and behavior that obedient in carrying out religious teachings embraced, tolerant of adherents and the implementation of other religions, and always establish religious harmony Other, spiritual; (2) visionary that the principal has a far-sighted insight into the future, so that it will always strive in working for the betterment of school and school development; (3) democratic, that is, the principal has the action and the idea of a life view which prioritizes rights and obligations and equal and proportional treatment for all school citizens; (4) transformational, ie the principal seeks to transform the values held by subordinates to support the vision, mission and goals of the organization. Through the transformation of these values, good relations between members of the organization can be established so that there is a climate of trust among members of the organization; (5) humanists, the headmaster attempts to humanize human beings, establish relationships with all circles from top to bottom so that there is no gap in relation, and created kinship; (6) innovative, namely the principal has the ability to utilize the ability and expertise to produce new works; (7) creative, ie the ability of the principal to pour new ideas and ideas that always appear for the progress of school so that learners are facilitated for academic and nonakademik achievement; (8) charismatic, that is, the principal has the power of energy, attractiveness, and dignity to influence others, in order to follow the vision, mission and goals in managing the school; And (9) collaborative, which is a form of cooperation done by the principal with teachers, school staff and learners to achieve the results set as well as create confidence among the school community in implementing the learning process and educational processes in schools.

Second, the teacher's social competence in the school area in Surabaya City is (1) inclusive, objective, and non-discriminatory, ie being inclusive and objective towards learners, peers and the surrounding environment in carrying out learning; Not discriminatory toward learners, peers, parents of learners and the school environment because of differences in religion, ethnicity, gender, family background, and socioeconomic status; (2) communicative, empathic, and polite, communicating with peers and other scientific communities in a polite, empathetic, and effective manner. Communicate with parents and learners of the community politely, empathically, and effectively about the learning program and the progress of learners. Includes parents of learners and the community in learning programs and in overcoming learners' learning difficulties; (3) adaptative, on-site duties that have socio-cultural diversity, ie adapt to workplace environment in order to increase effectiveness as educator, including understanding local language. Implementing various programs in the work environment to develop and improve the quality of education in the area concerned; (4) communicating with the profession communities themselves and other professions orally and in writing or other forms, ie communicating with peers, scientific professions, and other scientific communities through various media in order to improve the quality of education. Communicates the results of instructional innovations to the profession community itself orally and in writing or other forms.

Third, the impact of multicultural learning leadership in improving teacher competence in school area in Surabaya City is (1) to improve the quality of communication and teacher interaction effectively with learners; (2) can improve the quality of communication and interaction of teachers effectively with fellow educators and education personnel; (3) to improve the quality of communication and teacher interaction effectively with parents of learners and the surrounding community; (4) can improve teacher performance related to social competencies that are formulated, encouraged to be objective and non-discriminatory; (5) improving communication quality effectively

and empathy with fellow educators, education personnel, parents, and community so that it can have further impact by producing a good and qualified learners output; (6) facilitate teachers to adapt in a duty that has socio-cultural diversity; (7) teachers are encouraged to actively communicate with the professional community themselves and other professions orally and in writing or other forms. This conclusion shows that the teacher can not work alone without regard to the environment and must be aware as an integral part of the academic community in which he serves and serves as well as with the outside community, (8) teachers accustomed to honed environmental sensitivity and continuously discuss with colleagues in solving education and learning problems. In this case, a growing and well-maintained teacher awareness that teachers who walk alone in mengampu the profession is believed to not be able to work optimally, especially if the teacher keeps a distance with learners. The growing and well-maintained teacher awareness that teacher interaction with learners must be kept alive in order to create a warm and harmonious learning atmosphere.

B. Suggestion

Based on the results of this study can be formulated research advice as follows. First, to the Head of School Area in Surabaya City, covering (a) maintaining and improving academic and non academic achievements that have been achieved so that still gain the trust and high support from the community around school and outside school; (b) to streamline the implementation of clinical supervision as a means of guidance in improving the pedagogical, professional, social, and teacher competence of teachers with a more teacher-oriented needs; (c) principals and teachers need to improve competence and insight through comparative study visits to schools considered to be achievers, enhancing harmonious relationships with parent / guardians of learners and the surrounding community; (d) utilize school alumni to participate in school development so as to enrich the insights and ideas of the future of the school and the output of learners in continuing higher education and who can not continue higher education.

Secondly, the Regional School Teachers in Surabaya City can sharpen insight into the teacher's social competence so that teachers can be used as a reference in improving their competence and specifically need to improve the social competence and awareness of the students.

Thirdly, to the Education Department of Surabaya City, includes (a) the management of the school area is very important in improving the quality of education in the city of Surabaya so that it needs to land the leadership of multicultural school principals for prospective principals or principals who are entrusted to manage the school area; (b) required ongoing training on multicultural learning leadership in managing regional schools in Surabaya; (c) holding a workshop on comprehensive training on improving the teacher's social competence for the school area in Surabaya City so that the teacher's social insights and competencies are broad and growing.

Fourthly, the Institute for Educational Teaching (LPTK), especially Education Management Prodi, namely (a) held a principal deed of principal, in collaboration with the local Education Office, based on Permendikbud No. 28 of 2010 on the assignment of teachers as principals; (b) design and implement the School Principals and School Supervisor training programs on multicultural learning leadership and consolidation of competencies in the personality, social, managerial, entrepreneurial, and supervisory aspects.

Fifth, to other researchers/follow-up, that is (a) it is necessary to do similar research but in different cases and sites, especially related to multicultural learning leadership either at primary or junior high school level so that the research findings can strengthen the results of this research ; (b) further research is needed that can reveal further about the leadership of learning and its role to the improvement of teacher competence relevant with quantitative research approach so that the result of its research can strengthen the result of this research.

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